

Indiana's Response to Intervention Academy



The Big Picture: A High School Journey

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Supported by a grant through the Indiana Department of Education and offered
through the Collaborative Problem Solving Project at the Blumberg Center at
Indiana State University

Harrison High School

- ❑ Tippecanoe School Corporation
- ❑ Enrollment 1635
- ❑ 102 Teachers, 5 Counselors, 5 Administrators
- ❑ 20% Free/Reduced Lunch
- ❑ 14.5% Special Education
- ❑ Ethnic Makeup

Native Am.	Black	Asian	Hispanic	White	Multi-Racial
1.4%	1.9%	1.6%	4.0%	88.7%	2.4%



Secondary Challenges:

- ❑ Teachers have curriculum specializations.
- ❑ Teachers may work with 120 - 150 students per day – Students may work with seven different teachers.
- ❑ The school day is rigidly segmented into periods of equal length.
- ❑ Academic emphasis becomes increasingly focused on knowledge dissemination and independent skill application.
- ❑ Expectation for students to earn credits toward graduation.

A High School Journey: Connecting to Indiana's Vision of RTI

- ❑ Review how our high school is addressing the six components of RTI:
 - ❑ Leadership
 - ❑ Evidence-based core curriculum, instruction, & interventions/extensions
 - ❑ Assessment and progress monitoring system
 - ❑ Data-based decision making
 - ❑ Cultural responsiveness
 - ❑ Family, community & school partnerships
- ❑ Describe how RTI has impacted our academic programming.

Growing the Core Curriculum:

“It’s all about improving instruction.”

- ❑ Working hand in hand – The role of the administration and teacher leaders.
- ❑ Providing targeted in-service opportunities for staff that address evidence-based, best practices.
- ❑ Differentiated Instruction – group of teachers who are well versed in DI give peer presentation.
- ❑ Curriculum Mapping – Algebra I teachers map the Algebra I curriculum over the summer.
- ❑ Strategies for improving reading comprehension in the subject area.

Identifying Students in Need

“Assessment and Progress monitoring”

- ❑ School-wide Learning Styles Assessment and in-service for teachers.
- ❑ Maze Reading Probe given to all students – two more probes to be administered February and April.
- ❑ CBM – Chemistry I staff developed a CBM for the Chemistry I curriculum and are administering it regularly to aid in assessing student progress.
- ❑ Review of 8th grade student progress and selection for Raider Freshman Success Program and course placement.
- ❑ Review of I-STEP data

Identifying Students in Need


“The Student Assistance Team Approach”

- ❑ Team of counselors, school psychologist, administrators, nurse, and teachers.
- ❑ Team has been to Problem Solving/RTI trainings.
- ❑ Function of the team – referrals (academic and behavioral), data collection, communications (parent meetings/trainings), resource gathering, decision making.
- ❑ Intervention – parent contact; check-in/check-out; individual counseling; WV case managers; referral; problem solving.

Layers of Assistance

“Intervention . . . Not accommodation”

❑ The Raider Success Program

- ❑ Differentiated alternative core instruction
- ❑ Double-dip in English and Math
- ❑ Smaller class sizes; smaller environment
- ❑ Teaching learning and organizational skills
- ❑ Motivate and reward success – behavioral and academic improvements
- ❑ Move to the Sophomore year in cohort courses
- ❑ Results 
- ❑ Changes based on data: Constant Evaluation
- ❑ Parent involvement/collaboration

Layers of Assistance

“Intervention . . . Not accommodation”

❑ The Alternative Program

- ❑ Core courses offered in alternative setting.
- ❑ Smaller class sizes; smaller environment
- ❑ Teaching learning and organizational skills
- ❑ Motivate and celebrate success
- ❑ NovaNet software allows flexibility for remediation and credit recovery

❑ ISTEP Remediation Course

- ❑ Designed to help students improve Language Arts and Math skills tested on the GQE
- ❑ Testing strategies are examined and strengthened
- ❑ Non-credit – daily or twice weekly during study hall

Layers of Assistance

“Intervention . . . Not accommodation”

❑ ENL Program

❑ ILP (Individual Learning Plans)

❑ English as a New Language

- ❑ English course that builds English language skills
- ❑ English course credit awarded that counts toward graduation. (4 semesters)

❑ Subject area tutoring

- ❑ Students receive assistance with all courses
- ❑ Teachers utilize the ENL teacher as a resource to identify appropriate accommodations.

Future Interventions

“More Data-Based Decision Making”

- ❑ The 1st MAZE probe showed us that 13% of our total student body is at high risk of having reading comprehension difficulties. 75% of the high risk 10th grade students did not pass at least one section of the GQE.
- ❑ *Add a developmental reading component to the English curriculum through a Language Arts Lab course offering to be paired with the Basic level English course.*

Future Interventions

“More Data-Based Decision Making”

- ❑ Our math department believes that students in the 2-year Algebra 1 program do not leave with the same quality of skills that our 1-year Algebra 1 students learn.
- ❑ *Review and restructure our 2-year Algebra program to more closely match the skill sets of the 1-year Algebra I curriculum and add academic and behavior supports for those students.*

Leadership: Professional Development directly related to RtI Framework

- ❑ Building Level: Harrison High School Administration
 - Oct. 2007: Problem Solving Training-Student Assistance Team (GLASS)
 - Nov. 2007: Administrator RtI Facilitation (GLASS & C. Thorsen)
 - Jan. 2008: RtI Administrative Track(K.Dill & GLASS)
 - March 2008: ISEAS-RtI-Ohio Model
 - Sept. 2008: Changing Role of the Speech Pathologist-secondary focus (B.Brown & GLASS)
- ❑ District Level
 - HHS Administrator Representative for High School
 - Oct. 2008: 3 Districts-RtI Facilitation/Collaboration Meeting (GLASS)

Ideas To Take Home

Connecting to Indiana's Vision of RTI

- ❑ Work within your school's current system to begin an overall "systems change". Take an inventory of what you already do to intervene with students.
- ❑ Encourage and guide teacher leaders to explore best practices and to share their findings. Be a facilitator!
- ❑ Look for pockets of need and be creative about addressing them with evidence-based interventions. Monitor and record your results!

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Harrison High School

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Indiana's Response to Intervention Academy

The Big Picture: Planning for Change!
Wainwright Middle School
Neal McCutcheon, Principal
Student Success Committee

May 13, 2009

Supported by a grant through the Indiana Department of Education and offered through the Collaborative Problem Solving Project at the Blumberg Center at Indiana State University

Wainwright MS Demographics . . .



- ▣ Southeast Corner of Tippecanoe County
- ▣ 1 of 6 Middle Schools in Tippecanoe School Corporation
- ▣ Grades 6-8
- ▣ 385 Students
- ▣ 25 Full-Time Teachers, 1 Counselor, 1 Administrator
- ▣ 32% Free/Reduced Lunch
- ▣ 88% White, 7% Hispanic, 5% Other
- ▣ 73.9% passed ISTEP overall
- ▣ Approximately 13% Special Education
- ▣ Home of Purdue University

Overview . . .

- ❑ Fear of getting started
- ❑ How to start process
- ❑ Develop buy-in/comfort level
- ❑ Resources

Our Story . . .

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Indiana's Vision of RtI...

□ RtI is a framework

- Prevention, Advancement, & Early Intervention
- Process to determine whether ALL students are learning & progressing optimally academically & behaviorally when provided with high quality instruction
- Allows schools to integrate, collaborate and cooperate across various educational initiatives
- Systemic Change
 - Leadership
 - Evidence-based core curriculum, instruction & interventions/extensions
 - Assessment and progress monitoring system
 - Data-based decision making
 - Cultural responsiveness
 - Family, community & school partnerships

Integrated System for Academic and Behavioral Supports

Tier 3:

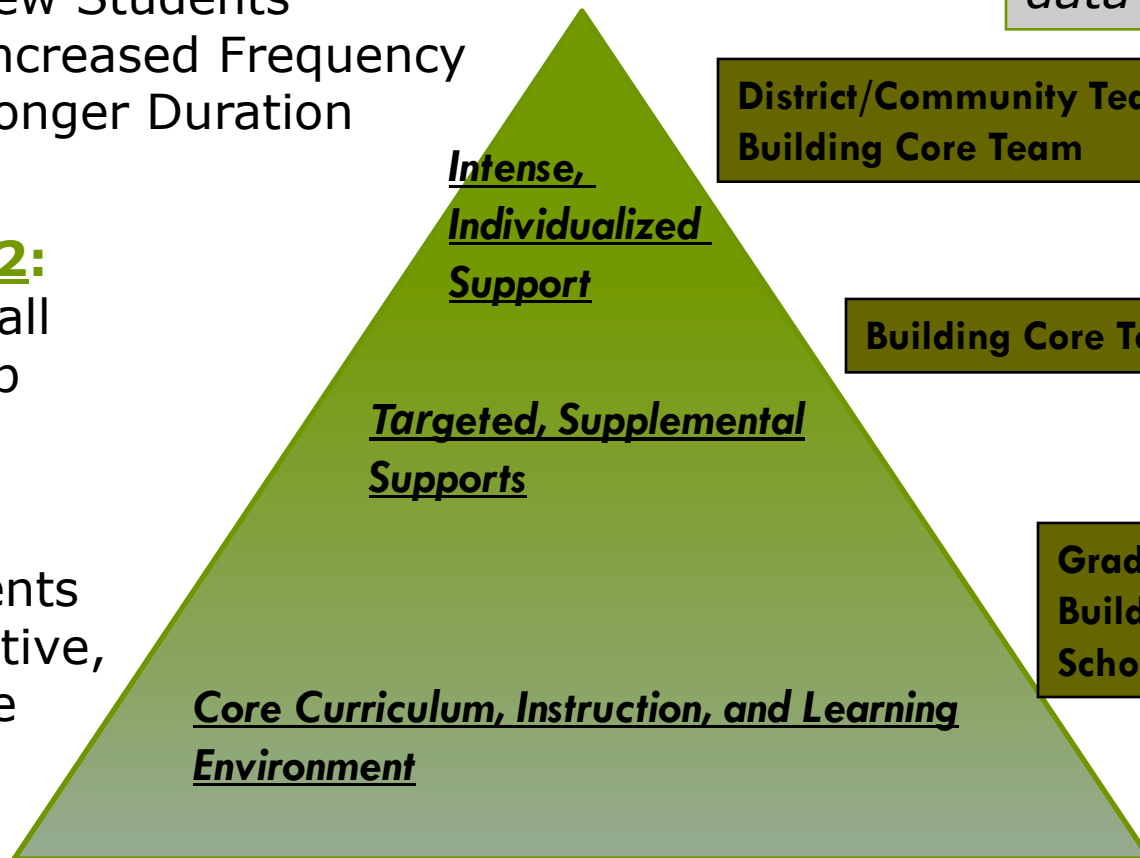
- Few Students
- Increased Frequency
- Longer Duration

Tier 2:

- Small Group

Tier 1:

- All Students
- Preventative, Proactive



District/Community Team
Building Core Team

Building Core Team

Grade Level Teams
Building Core Team
School Improvement Team

Services across tiers are fluid and data-driven

Our Plan . . . (after attending several RTI training sessions)

- ❑ Formed Student Success Committee
 - Principal, Teacher from each grade level, Special Education Teacher, School Psychologist, School Counselor, Interventionist, other GLASS staff
- ❑ Attended Problem Solving Training, hosted by Special Education Cooperative (GLASS-Greater Lafayette Area Special Services)
- ❑ Immediately after Problem Solving Training, Created plan of action with timelines, successes, and obstacles
- ❑ Created partnerships with School Psychologist, GLASS Staff, and other outside sources

WMS Action Plan . . .

- 11/13 Student Success Committee trained on Problem Solving Process used throughout the district
- By 11/26 Meet with counselor and interventionist

Secure 3 dates with school psychologist for training staff prior to 2/24
 - Date#1: Article 7/Laws
 - Date#2: Interventions for Tier 1
 - Date#3: Differentiated Instruction
- By 2/24 PL221 Day: Bring in GLASS specialist for a school-wide Problem Solving Meeting
Based on School Improvement Data:
 - 1 – Homework (Home/School Connection)
 - 2 – Reading Comprehension(Possible Fishbowl example here or at end of year)
- By 3/23 Two more training visits from school psychologist on Data Collection
- April/May Review school-wide data (Sch. Improvement Plan)
Academic Data: Acuity Behavioral Data: Office Discipline Referrals

Action Plan continued . . .

- ❑ Utilize existing middle school team time structure for grade level collaboration meetings weekly
 - Analyze data
 - Implement & adjust Tier 1 interventions
 - Develop intervention plans for students in need of Tier 2 interventions
- ❑ Explore utilizing already existing personnel and schedule structure to assist with Tier 2 & 3 intervention time
- ❑ Brainstorm scientific, research-based interventions with entire staff
 - Grade level team time
 - Department meetings
 - Once suggested, each intervention will be researched and evaluated prior to purchasing
- ❑ Establish criteria to determine which students are in need of intervention
- ❑ Print differentiated instruction & intervention tips in weekly newsletter

GLASS & WMS Partnership

- | | |
|--|---|
| <ul style="list-style-type: none">❑ Literature & Research provided by GLASS❑ School-wide Problem Solving Training❑ Article 7 Training by school psychologist❑ Training of Tier 1 Interventions by school psychologist❑ Data Collection / Interpretation Training | <ul style="list-style-type: none">❑ Best Practice Literature❑ Differentiation Training❑ Teacher Peer Meetings❑ Best Practice Backpack❑ Team Meetings❑ SSC Meetings❑ School-wide & District-wide Assessments & Interventions |
|--|---|

Components we are doing or working towards . . .

❑ Leadership

- Providing & attending relevant Professional Development
- Creating & participating in school-wide leadership team (SSC)
- Encouraging key influential teachers to provide guidance
- Implementing RtI framework: school-wide participation

❑ Evidence-based core curriculum, instruction, & interventions/extensions

■ Academically

- ❑ Currently developing district-wide curriculum maps
- ❑ Implementing instructional best practices
- ❑ Providing tier 2 & 3 interventions

■ Behaviorally

- ❑ Focusing on common language “Do the Right Thing”
- ❑ Increasing academic engaged time
- ❑ Implementing The Behavior Education Program-Check In/Check Out

Components we are doing or working towards . . .

- ❑ **Assessment and progress monitoring system**
 - Identifying progress toward grade level standards
 - Interpreting Acuity Data
 - Analyzing ISTEP Data
 - Incorporating data gathered from other assessments: Fastt Math, Star Reading, Accelerated Reader
 - Collecting data on academic engaged time
- ❑ **Data-based decision making**
 - Grade level collaboration teams & student success committee will develop a plan to correctly gather data and interpret data

Components we are doing or working towards . . .

❑ Cultural responsiveness

- Implementing suggestions from Poverty study-Ruby Payne
- Improving ELL instruction
- Implementing Character Education components

❑ Family, community & school partnerships

- Parents attend SSC meetings
- Provide monthly literature to families with helpful tips (homework, reading, math, note taking, organization)
- Develop on-going partnership with GLASS
- Continue partnership with Wabash Valley Hospital
 - ❑ School-based case management
- Increase communication, share & compare data with “feeder” elementary schools
- Increase collaboration, share & compare data with district middle schools

Why move in the direction of RTI?

Student Support System

I.D.E.A.

D.O.E.

Article 7

Best Practice!

Something to take home . . .

RTI

Something to take home . . .

Develop a committee

Work closely with Co-Op

Look within your school

Use surrounding resources

Develop a plan



**One bite at
a time . . .**

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Indiana's Response to Intervention Academy

The Big Picture: A Day at Miami Elementary

Matt Rhoda, Principal
Problem Solving Team

May 13, 2009

Supported by a grant through the Indiana Department of Education and offered through the Collaborative Problem Solving Project at the Blumberg Center at Indiana State University

Miami Elementary School

“A Snapshot of the Big Picture”

- ❑ Lafayette School Corporation
- ❑ 1 of 8 Elementary Schools in Lafayette School Corporation
- ❑ Grades K-5
- ❑ Enrollment 485
- ❑ 62% Free, 6% Reduced
- ❑ 41% White, 31% Hispanic, 18% Black, 9% Multiracial

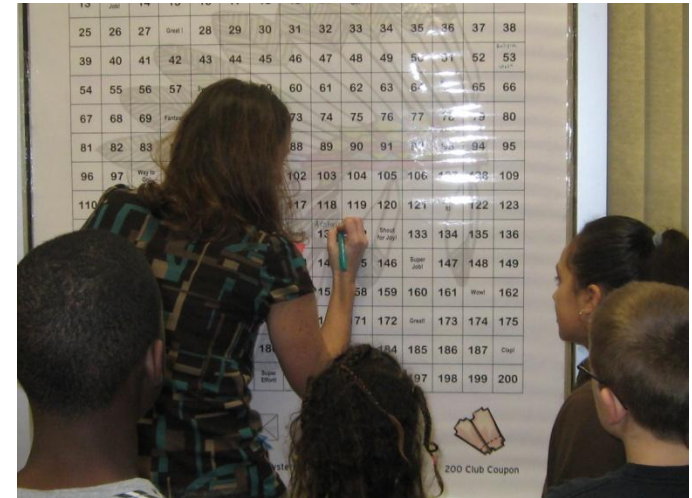
Before School: Student Arrival

- ❑ Components: Leadership; Evidence-based Curriculum, Instruction, & Intervention; Data-based Decision Making
- ❑ School-wide Positive Behavior Intervention and Supports (PBIS)
 - School-wide Behavior Expectations and Incentives
 - ❑ Do the Right Thing: Be Safe, Be Responsible, Be Respectful
 - Rewards for academics, attendance, behavior, and parent involvement
 - Brochure
 - Choice Language Therapy modeled
 - Hallway procedures posted, modeled, practiced, re-taught
 - Adults strategically placed outside & throughout the building
 - Chief Tickets: Reinforcement for meeting expectations
 - Music Minute

Before School: Morning Announcements (Principal)

□ PBIS

- Principal's 200 Club
- Mystery Motivator
- Golden Trashcan Award
- Traveling Attendance Trophy
- Student of the Month/Student Ambassador
- Daily Behavior Expectation highlighted
 - Drives behaviorally focused lesson plan in the classroom
- Incentive cart-1x week to each classroom
- Behavior Education Program (BEP) Check-in/Check-out



Morning Curriculum & Instruction: Grades K-3

- ❑ Components: Leadership; Evidence-based Curriculum, Instruction & Intervention
- ❑ Core Reading Curriculum (Reading First Initiative)
 - 90 minutes uninterrupted reading instruction
 - Whole group, small group, stations
 - ❑ SLP: Sounds and Words Station (K-1)
 - ❑ SLP: 5 Minute Kids
 - Five Big Ideas in Reading
 - ❑ Phonemic Awareness
 - ❑ Phonics
 - ❑ Fluency
 - ❑ Vocabulary
 - ❑ Comprehension

Morning Curriculum & Instruction:

Grades K-3 Reading Strategies

- Context Clues
- Ask Questions
- Make Predictions
- Make Inferences
- Make Connections
- Think-A-Louds
- Visualize
- Scaffolding
- Clarify
- Draw Conclusions
- Perspective
- Re-read
- Re-tell
- Summarize
- Increase Wait Time
- Increase Opportunities to Respond

Morning Curriculum & Instruction: Grades K-3

□ Materials Used in Tier 1

- Scott Foresman Basal Reader
- Scott Foresman My Sidewalks Intervention Kit
- Michael Heggerty Phonemic Awareness
- Steck-Vaughn Comprehension
- Isabell Beck Vocabulary
- Blast Off to Reading
- Accelerated Reader

Morning Curriculum & Instruction: Fidelity Checklist for Teachers Gr. K-3

- ❑ Components: Leadership; Evidence-based Curriculum, Instruction & Intervention; Data-based Decision Making; Cultural Competency & Responsivity
 - Language Arts Instructional Audit
 - Based on 2008-2009 School-wide Improvement Plan
 - ❑ General
 - Daily Explicit Instruction in at least one:
 - Predicting, Questioning, Making Connections, Making Inferences, Summarizing, Visualizing, Think-A-Louds
 - ❑ Low Achievers
 - Daily Explicit Instruction in at least one:
 - Phonemic Awareness, Phonics, Fluency, Vocabulary, Development, Comprehension

Morning Curriculum & Instruction: Fidelity Checklist for Teachers Gr. K-3

- ❑ Components: Leadership; Data-based Decision Making; Cultural Competency & Responsivity
 - Language Arts Instructional Audit
 - Based on 2008-2009 School-wide Improvement Plan
 - ❑ High Achievers
 - Engage in the following daily:
 - Pose/Post open ended questions
 - ❑ Cultural Competency
 - Address needs of diverse cultures through the use of:
 - Graphic Organizers, Varied Word Lists, Role Plays, Literature
 - ❑ Technology
 - Accelerated Reader (Grades 2 &3)
 - Student goals set quarterly

Morning Curriculum & Instruction

Language Arts: Principal Observation

- ❑ Components: Leadership; Evidence-based Core Curriculum, Instruction & Intervention; Data-based Decision Making
- ❑ Language Arts Informal Principal Walk-Thru Observation Checklist
 - Low Achievers
 - ❑ Evidence of improved daily instruction through explicit, systematic instruction in 5 components of reading
 - High Achievers
 - ❑ Pose/Post open ended questions
 - Cultural Competency
 - ❑ Use of varied word lists, role plays, graphic organizers, literature
 - Evidence of Accelerated Reader Usage

Morning Assessment & Progress Monitoring: K-3

- ❑ Component: Assessment and Progress Monitoring
- ❑ Administered by classroom teachers
 - Universal screener
 - Benchmark Assessment 3x year
 - ❑ mCLASS Reading 3D (K-2)
 - ❑ DIBELS (K-3)
 - Progress Monitoring
 - ❑ DIBELS (K-3)
 - Strategic Students
 - Intensive Students
 - Additional assessments administered by GLASS staff
 - ❑ AIMSweb
 - ❑ Diagnostic Assessments



Morning Curriculum & Instruction: Grades 4-5

- ❑ Components: Leadership, Evidence-based Curriculum, Instruction, & Intervention
- ❑ Core Reading Curriculum
 - Similar Model as K-3
 - Whole group, small group
 - ❑ Small group 30 minutes
 - Five Big Ideas in Reading
 - Reading Strategies
 - Fidelity checklist for teachers
 - Language Arts informal walk thru
- ❑ Materials Used in Tier 1
 - Scott Foresman Basal Reader
 - Scott Foresman My Sidewalks Intervention Kit

Morning Assessment & Progress Monitoring: Grades 4-5

- ❑ Component: Assessment and Progress Monitoring
- ❑ Administered by classroom teachers
 - Universal Screener - Benchmark Assessment 3x year
 - ❑ DIBELS
 - Progress Monitoring
 - ❑ DIBELS
 - Strategic Students
 - Intensive Students
- ❑ Additional assessments administered by GLASS staff
 - AIMSweb
 - Diagnostic Assessments

Grade Level Intervention (STAR)

- ❑ Components: Evidence-based Curriculum, Instruction & Intervention
- ❑ Tier 2 Reading Intervention
 - Small group instruction
 - ❑ Determined by individual student progress monitoring data
 - ❑ Taught by classroom teachers, Title One instructional aides, special education teachers
 - 45 minutes daily

Grade Level Intervention (STAR)

- ❑ Components: Evidence-based Curriculum, Instruction & Intervention
- ❑ Tier 2 Reading Materials
 - Rode to the Code (PA,P)
 - Michael Heggerty Phonemic Awareness (PA)
 - Scott Foresman My Sidewalks (PA,P,F,V,C)
 - Read Well (PA,P,F,V,C)
 - Read Well Plus (P)
 - Read Naturally (F)
 - Phonics for Reading (P,F)
 - Earobics (PA,P,F,V,C)
 - LIPS (PA,P)
 - Seeing Stars (PA,P)

*not a complete list



Other Morning Activities:

Grade Level Collaboration Meetings

- ❑ Components: Data-based Decision Making
- ❑ Participants
 - ❑ Principal
 - ❑ Grade Level General Education Teachers
 - ❑ Reading First Coach
 - ❑ Title One Lead Teacher
 - ❑ Special Education Teachers
- Each grade level meets 1x month for 1/2 day
- Substitutes for classroom teachers

Other Morning Activities:

Grade Level Collaboration Meetings

- ❑ Agenda: Analyze benchmark and progress monitoring data by school, grade level, classroom, individual student
 - Determine STAR intervention reading groups based on data (standard protocol approach)
 - Decide Tier 2 & 3 interventions for non-responders
 - ❑ Intensify the intervention
 - Time
 - Group size
 - Provide Professional Development on Reading
 - ❑ Focused Book Study
 - *Interventions 2nd Edition-Randy Sprick & Mickey Garrison*
 - Analyze School-wide Behavior Data

Other Morning Activities: Mentors

- ❑ Components: Family, School, and Community Partnerships; Evidence-based Curriculum, Instruction & Intervention
- ❑ Volunteers from churches
- ❑ Volunteers/Students from Purdue University
- ❑ Students recommended by principal, school counselor, school/parent liaison, nurse
- ❑ Meet before school & during lunch

Lunch and Recess

□ Cafeteria

■ PBIS

■ Components: Evidence-based Curriculum, Instruction, & Intervention; Data-Based Decision Making

- Procedures posted, modeled, practiced and re-taught
- Choice Language Therapy modeled by cafeteria staff
- Chief Tickets

□ Outdoor Recess

■ PBIS

■ Components: Evidence-based Curriculum, Instruction, and Intervention; Data-Based Decision Making; Family, School, and Community Partnerships

- 8 stations
- Additional adults: principal, staff, volunteers from local church
- Incidents handled at recess rather than with classroom teacher
 - Increase in instructional time

Lunch and Recess

- Indoor Recess

- Principal takes each grade level to the gym

- Recess Data

- Incidents have diminished

Afternoon Curriculum & Instruction: Grades K-5

- ❑ Components: Leadership; Evidence-based Curriculum, Instruction & Intervention
- ❑ Math Core Curriculum
 - Ability Grouping
 - Three Big Ideas in Math
 - ❑ Quick Retrieval
 - ❑ Number Sense
 - ❑ Computation
 - Math Strategies
 - ❑ Daily Math Fact Strategies
 - ❑ Teach Math Vocabulary

Afternoon Curriculum & Instruction: Math Strategies

- Math Strategies

- Model Questioning

- Is there another way to solve it?

- Model Reasoning

- Critical thinking: Why do you think it is true?
 - Does anyone think the answer is different?

- Increase Opportunities to Respond

- Utilize Wait Time

Afternoon Curriculum & Instruction: Math Strategies

□ Math Strategies

- Make Meaningful Connections
- Utilize Multiple Representations
 - Concrete or pictorial representation
 - Verbal description
 - Table
 - Graph
 - Algebraic formula
- Teach Math Process Standards
 - Problem solving, communication & reasoning, and proof

Afternoon Curriculum & Instruction: Math Materials

□ Materials used in Tier 1

- Harcourt Math (K-5)
- Accelerated Math (K-2)
- Mastering Math Facts (1-5)
- Math Facts in a Flash (2-5)
- Fact Fluency and More! (2-5)

□ Tier 2

- Interventionist – small group & individual assistance with accelerated math

Afternoon Curriculum & Instruction: Fidelity Checklist for Teachers

- ❑ Components: Leadership; Data-based Decision Making; Cultural Competency & Responsivity
 - Math Instructional Audit based on 2008-2009 School-wide Improvement Plan
 - ❑ Provide daily opportunities for students to engage in at least one of the following:
 - Modeling problem solving strategies, Re-teaching & practice, using manipulatives, using visual representation

Afternoon Curriculum & Instruction: Fidelity Checklist for Teachers

❑ Math Instructional Audit

- Provide daily opportunities for students to engage in at least one of the following:
 - ❑ Mental math activities, using rubrics, using graphic organizers, questioning, making connections
 - ❑ Weekly utilize peer grouping with problem solving activities
- Develop cultural competency by utilizing math vocabulary
- Use technology
 - ❑ Accelerated Math (Grades 2-5)
 - ❑ 3x per week
 - ❑ Student goals set quarterly

Afternoon Curriculum & Instruction:

Math: Principal Observation Checklist

- ❑ Components: Leadership; Data-based Decision Making
- ❑ Principal Observation Checklist
 - General-at least 1 daily:
 - ❑ Mental math activities, using rubrics, graphic organizers, questioning, making connections
 - Low Achievers-at least 1 daily:
 - ❑ Modeling problem strategies, re-teaching & practice, providing manipulatives, visual representations
 - High Achievers - At least weekly:
 - ❑ Utilize peer grouping with problem solving activities
 - Cultural Competency- At least weekly:
 - ❑ Utilize math vocabulary
 - Evidence of Accelerated Math Usage

Afternoon Assessment & Progress Monitoring

- ❑ Components: Assessment & Progress Monitoring
 - Administered by classroom teachers
 - ❑ Universal screener-Benchmark Assessment 3x year
 - mCLASS Math (K-2)
 - Acuity (3-5)
 - ❑ Progress Monitoring
 - mCLASS Math (K-2)
 - Additional Assessments: Administered by GLASS staff
 - ❑ Monitoring Basic Skills Progress (MBSP) (grade 2)
 - ❑ AIMSweb

Other Afternoon Activities: PBIS

- ❑ Components: Evidence-based Curriculum, Instruction & Intervention; Data-based Decision Making
 - School-wide Behavior Expectations and Incentives
 - ❑ Movie Mania
 - 1x month/no office referrals
 - ❑ Game Time
 - 1x quarter/no office referrals
 - 30 minutes physical activity

After School: Student Dismissal

- ❑ PBIS
- ❑ Components: Leadership; Evidence-based Curriculum, Instruction, & Intervention; Family, School & Community Partnerships
 - School-wide Behavior Expectations & Incentives
 - ❑ Adults systematically walk students out of the building
 - ❑ Choice Language Therapy modeled
 - ❑ Hallway procedures posted, modeled, practiced, re-taught
 - ❑ Chief Tickets
 - Backpack Food Program
 - ❑ Lafayette Rotary Club has adopted Miami Elementary
 - Donate money to Food Finders
 - Food Finders deliver to Miami
 - Rotary members distribute food in backpacks to students at Miami Elementary

After School: Interventions

- ❑ Components: Evidence-based Curriculum, Instruction & Intervention
- ❑ Razzle Dazzle
 - Grades 2 & 4
 - ❑ Grade levels chosen yearly based on data/need
 - ❑ Students invited to attend
 - Intervention Aides
 - Monday-Thursday 1 hour
 - Scientific, research-based materials used

After School: Interventions

- ❑ Components: Evidence-based Curriculum, Instruction & Intervention
- ❑ General Education Homework Club
 - Students volunteer to attend
 - Students are recommended by teachers
 - General Education Teachers
 - Assist with daily homework
- ❑ Special Education Homework Club
 - Students volunteer to attend
 - Students are recommended by teachers
 - Special Education Teachers
 - Assist with daily homework
- ❑ PAL
 - Kindergarten

After School: Problem-Solving Meeting

- ❑ Components: Assessment & Progress Monitoring; Evidence-based Curriculum, Instruction & Intervention; Data-based Decision Making; Family, School & Community Partnerships
 - 3 Teams
 - ❑ 2 academic & 1 behavior team
 - After school once per week
 - ❑ 45 min./student
 - Team members
 - ❑ Principal, General Ed Teacher, Special Education Teacher, GLASS Psychologist, Counselor, Family/School Liaison, Speech/Language Pathologist, GLASS Specialist/Problem Solving Coach, Interventionist, Data Person
 - Parents invited to be part of the team



After School: Problem-Solving Meeting

❑ Prior to Initial PS Meeting

■ Established Guidelines for ALL referrals to the PS Team

- ❑ Adequate time to adjust to school & curriculum
- ❑ Tier 1 interventions (at least 2 in deficit area)
- ❑ Tier 2 intervention (at least 1 in deficit area)
- ❑ Completed academic or behavioral audit
- ❑ Parents must be notified
- ❑ Examination of the following factors
 - Environmental, cultural, or economic disadvantage
 - Situational traumas
 - Frequent school transfers causing gaps in instruction
 - Lack of regular school attendance
 - Medical condition
 - Visual, hearing or motor impairment

After School: Problem-Solving Meeting

- ❑ Guidelines for Academic Referrals must have:
 - At least 3 consecutive data points below CBM aimline
- ❑ Guidelines for Behavior/Social Referrals must have:
 - Minimum of 10 parent notifications or 2 office referrals
- ❑ Guidelines for ESL
 - ESL Intervention Checklist completed (phase 1)
 - Up-to-date Language Assessment Data
- ❑ Baseline data gathered prior to meeting

After School: Problem-Solving Meeting

□ Initial PS Meeting

- Identify student strengths & challenges
- Identify deficit area(s)
- Write specific, measureable goal
- Align intervention with goal
- Develop action plan
 - Intervention(s) identified
 - Person responsible to implement interventions identified
 - Materials and resources needed
 - Frequency and duration of intervention
 - Progress monitoring scheduled determined



After School: Problem-Solving Meeting

□ Follow-up/Data Review Meeting

- Scheduled approximately 6 weeks after the initial meeting
- Established guidelines to determine what data needs to be brought to PS meeting
- Update action plan
- Analyze progress monitoring data
- Continue to hypothesize-ask decision making questions
 - Continue with plan
 - Intensify intervention
 - Additional time
 - Smaller group size
 - Develop new interventions
- Determine if additional diagnostic assessments are needed
- Amend Action Plan

Evening Events

- ❑ Components: Family, School & Community Partnerships; Intervention
- ❑ Parent Homework Nights
 - Parents attend workshop to learn how to assist child with homework (grades 3-5)
 - Held 1x month
 - General education teachers provide strategies
 - Homework dictionary provided to parents
 - Provide Food, Translators, Babysitters (Jefferson High School students)
- ❑ Parent Open Forum Discussions
 - Apartment Complexes
 - 40 Developmental Assets

Ideas to take home:

- ❑ Use ALL resources
 - Parents, Volunteers, General Education Teachers, Title One, Special Education Teachers, Specials Teachers, Cafeteria Workers, Bus Drivers, Recess Aides, etc.
- ❑ RtI is NOT a new initiative to implement, but a framework for existing initiatives
 - One Plan: Reading First, Title One, School Improvement, RtI, PBIS . . .
- ❑ Develop Trust with ALL Stakeholders
- ❑ Collaborate with local experts
- ❑ Remember it doesn't happen over night
- ❑ Celebrate all successes!

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